DOCUMENT RESUME

ED 267 194 CE 043 713

TITLE Health Occupations: Scope and Sequence.
INSTITUTION Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS AGENCY Tennessee State Dept. of Education, Nashville.
PUB DATE [84]
NOTE 29p.; For related documents, see CE 043 708-742.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Allied Health Occupations; *Allied Health Occupations Education; Anatomy; *Articulation (Education); Behavioral Objectives; Child Development; Competency Based Education; *Cooperative Education; Course Content; Dietetics; Diseases; Employment Opportunities; Evaluation Criteria; First Aid; *Health Occupations; Mental Health; Nutrition; Obstetrics; Pharmacology; Physiology; Secondary Education; Student Evaluation

ABSTRACT

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 3-year program in health occupations. The guide consists of a course description; general course objectives; course content outlines for each of the 3 years of the program; and lists of recommended textbooks, curriculum guides, reference books and audiovisual materials grouped according to subject. Topics addressed in the three course content outlines provided include the following: (1) career opportunities in the fields of health and medicine, personal, vocational and public relations, basic anatomy and physiology, nutrition, and first aid; (2) child growth and development and common disorders and diseases of the body; (3) obstetrics, diet therapy, introduction to pharmacology, mental health problems, and clinical rotation; and (4) selection of a field of interest and employment in a health field. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TN8413208

ED267194

CE043713

HEALTH OCCUPATIONS

SCOPE AND SEQUENCE

VOCATIONAL EDUCATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Wilkes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Metropolitan Public Schools

Nashville Davidson County, Tennessee

Charles O. Frazier, Director

FOREWORD

This scope and sequence guide, developed for the Health Occupations Vocational Education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It is a direct result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. An articulated vocational curriculum allows a student to move from one level of instruction to the next without repeating learning tasks already mastered, and without experiencing gaps in the presentation of relevant instructional material.

A goal of this curriculum effort is to provide teachers a usable guide based on input from the teachers. The initial step was an identification of course content, with all teachers having an opportunity to contribute. What follows is a publication using the teachers' contributions: a sequential listing of objectives and skills for each program offering.

This guide does not include all specific resource materials that may be used to assist students in acquiring minimum competencies. It is to serve as a guide for the sequence of course content and scope of what is to be taught. This guide content is extremely important and its use is encouraged. The suggested competencies and resource materials allow instructors an opportunity to be creative and resourceful in meeting the needs of individual programs and students.

ACKNOWLEDGEMENT

Recognition and appreciation are extended to the following who worked so diligently in the development of these materials:

The Committee:

Instructors	Schools
Maxie E. Braden	Maplewood
Mary S. Jones	McGavock
Louise S. Smith	Maplewood

Committee Coordinators: Preliminary Committee-Margie Inman-Whites Creek
Revision Committee-Madeline C. Anderson-Stratford

Program Area: Forrest P. Wilson, Coordinator

Editorial Consultant/Design/Layout

Judy Beier - Commerical Art Instructor - Maplewood
Mary Jo Grady - Commercial Art Instructor - Pearl/Cohn
Joy Binkley - Editing
Dr. Jim Lorenz - Third Party Evaluator
Exemplary Project Staff
Vocational Program Coordinators

Printing/Binding/Typesetting/Technical Assistance

Sam White - Printing Instructor - Overton
Jesse Ray - Printing Instructor - Whites Creek
Cleve Yokely - Printing Instructor - Stratford
Kenneth Ford - Manager - Metropolitan Public School Binding
Robert Tucker - Director - Metropolitan Public School Printing Department
Jean Porter - Publications Specialist - Department of Communication and Community Relations
Debbie Fulghum - Typesetter - Department of Communication and Community Relations

INTRODUCTION

This outline has been developed for use by Health Occupations instructors in the Metropolitan Nashville Public Schools.

Health Occupations provides an opportunity for students to develop self-confidence by teaching them to assume responsibility for their work. Health Occupations further helps students develop occupational competencies and social skills which lead to realistic choices of health careers.

Health Occupations provides an opportunity for the school and the community to work together. The students assist qualified personnel in providing diagnostic, therapeutic, preventative, restorative, rehabilitative and health care services to patients.

COURSE DESCRIPTION

The program consists of a combination of classroom and laboratory instruction. Clinical experiences with cooperating hospitals are utilized in order to develop the trainee's skill and related technical knowledge.

Health Occupations I

Areas of instruction include introduction to health careers, behavior and working relations, medical terminology, basic principles and skills in selected health careers, communicable diseases, anatomy and physiology, basic nutrition, rehabilitation, first aid, HOSA (Health Occupations Students of America), leadership training and parliamentary procedure.

Health Occupations II

Areas of instruction include advanced principles and skills in various health careers, advanced medical terminology, conditions of health and diseases, legal and professional ethics and diet therapy. In addition to the above instruction, a clinical rotation at a local health agency is required.

Health Occupations III

The third year is devoted to job placement of students who have successfully completed two years in the health occupations program.

GENERAL COURSE OBJECTIVES

1. To teach students to provide services with respect for human dignity and individuality
2. To teach students to safeguard the client's right to privacy
3. To teach students to assume responsibility and accountability for individual professional judgment and action
4. To teach students to exercise informed judgment and use individual competence and qualifications as criteria in seeking consultation, accepting responsibilities and delegating activities to others
5. To encourage participation in activities that contribute to the ongoing development of professional knowledge
6. To encourage students to build confidence in themselves and their work by learning to assume responsibilities
7. To encourage development of personal and occupational competencies and social skills that lead to realistic choices of careers and successful employment in the field of health
8. To promote student involvement in current health care issues, environmental concerns and survival needs of the community, the nation and the world
9. To prepare more gifted students to enter a school of professional training
10. To help alleviate the critical shortage of paramedical personnel in the community
11. To teach students to care for and use properly various types of equipment
12. To prepare students to function effectively in a chosen field after graduation

GENERAL COURSE OBJECTIVES continued:

13. To teach students the importance of honesty, dependability and responsibility as a prospective employee in the health care field

COURSE CONTENT FOR HEALTH OCCUPATIONS I

(First and Second Semesters)

I. **Orientation to health careers (4 weeks)**

Specific objectives:

To know the major areas in the health career field
To explore health careers and evaluate job selection
To explain the requirements of each health career area

A. Learns major clusters in health careers

1. Direct care
2. Therapeutic, restorative
3. Diagnostic
4. Community health
5. Institutional

B. Explores medical careers

1. Dentist
2. Dental hygienist
3. Dental laboratory technician
4. Physician
5. Medical laboratory technician
6. Nurse
7. Radiologist
8. Medical records technician
9. Respiratory therapist
10. Physical therapist

B. Explores medical careers continued:

11. Medical secretary
12. Central supply aide
13. Veterinarian
14. Mortician
15. Medical librarian
16. Dietician
17. Accountant
18. Pharmacist
19. Optometrist
20. Cytologist
21. Speech pathologist
22. Audiologist
23. Hematologist
24. Microbiologist
25. Nurse anesthetist

C. Explores para-medical careers

1. Medical assistant
2. Receptionist
3. Unit manager
4. Ward clerk
5. Admitting clerk
6. Purchasing agent
7. Cashier

C. Explores para-medical careers continued:

8. Nurses aide
9. Veterinary aide
10. Medical technician
11. Emergency technician
12. Pathologist aide
13. Blood bank technician
14. Medical photographer
15. Intravenous therapist
16. Renal dialysis technician
17. Medical illustrator

II. Personal, vocational and public relations (4 weeks)

Specific objectives:

To develop the ability to function in a professional area
To identify and develop interpersonal skill
To know the theories and operation of basic health services
To know medical terminology

A. Understands importance of good interpersonal relationships

1. Ethical responsibilities
2. Legal responsibilities
3. Training
4. Duties
5. Certification
6. Positions available

B. Explores subject areas in relationship to health careers

1. Orientation experience

B. Explores subject areas in relationship to health careers continued:

2. Educational programs available

3. Student investigative report

C. Investigates personal qualities of health care workers

1. Appearance

2. Character traits

3. Abilities on the job

D. Knows medical terminology

1. Construction of medical terms

2. Use of medical dictionary

III. **Basic anatomy and physiology (22 weeks)**

Specific objectives:

To identify and define structural units in the body
To know and relate basic functions of body systems
To identify and describe functions of organs in the major systems

A. Becomes familiar with structural units in the body

1. Cells

2. Planes

3. Cavities

B. Learns integumentary system

1. Structures

2. Functions

C. Learns skeletal system

1. Names of bones

2. Function

C. Learns skeletal system continued:

3. Formation and growth of bones

4. Bone markings

5. Bone types

6. Kinds of joints (movements)

7. Articulation

D. Learns muscular system

1. Location

2. Characteristics

a. Function

b. Kinds

c. Structure

d. Size, shape and fiber

e. Muscle groups

(1) Location

(2) Energy source

f. Origin and insertions

g. Attachments

(1) Tendons

(2) Aponeurosis

E. Learns digestive system

1. Organs

a. Main organs of digestion

b. Accessory organs

E. Learns digestive system continued:

2. Functions

F. Learns respiratory system

1. Structures

2. Functions

G. Learns nervous system

1. Structures

2. Functions

H. Learns cardiovascular system

1. Blood

a. Composition

b. Functions

2. Heart

a. Structure

b. Functions

3. Blood vessels

4. Lymphatic system

I. Learns endocrine system

1. Glands

2. Functions

J. Learns urinary system

1. Structures

2. Functions

K. Learns reproductive system (male and female)

1. Structures

2. Functions

L. Learns sensory system

1. Structures

2. Functions

IV. Nutrition (2 weeks)

Specific objectives:

To know concepts in nutritional science
To develop food planning and diet analysis skills

A. Knows basic nutrition (the four food groups)

B. Investigates ethnic food patterns

V. First aid (4 weeks)

Specific objectives:

To know the basic principles of first aid
To demonstrate basic first aid skills

A. Knows basic first aid principles and skills

B. Demonstrates cardiopulmonary resuscitation

Note: Medical terminology and related skills are integrated throughout the course of study as it applies to each unit.

(This schedule allows for tests, review and examinations.)

COURSE CONTENT FOR HEALTH OCCUPATIONS II

(First Semester)

I. Child growth and development (4 weeks)

Specific objectives:

To know the principles and stages of child growth and development
To know the effects of heredity and environment on physical and psychosocial development
To know common diseases and disorders of childhood
To know the importance of the family unit

A. Knows principles of child growth and development

1. Physical
2. Motor
3. Emotional
4. Social
5. Intellectual

B. Knows what influences growth and development

1. Heredity
2. Environment

C. Knows stages of child development

1. Infancy
2. Toddler
3. Preschool
4. Middle childhood
5. Latency
6. Adolescence

D. Knows deviations from normal health

1. Communicable diseases

2. Congenital disorders

3. Common pediatric disorders and diseases

II. Common disorders and diseases of the body (14 weeks)

Specific objectives:

To know common disorders and diseases of each body system
To know appropriate diagnostic tests and treatment protocol for each disorder and disease
To demonstrate the ability to perform at a safe and satisfactory level during clinical rotation

A. Knows integumentary system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

B. Knows skeletal system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

C. Knows muscular system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

D. Knows digestive system

1. Diagnostic tests

2. Course of illness including signs and symptoms

D. Knows digestive system continued:

3. Treatment and care

E. Knows respiratory system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

F. Knows nervous system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

G. Knows cardiovascular system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

H. Knows endocrine system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

I. Knows urinary system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

J. Knows reproductive system

1. Diagnostic tests

J. Knows reproductive system continued:

2. Course of illness including signs and symptoms

3. Treatment and care

K. Knows sensory system

1. Diagnostic tests

2. Course of illness including signs and symptoms

3. Treatment and care

Note: Clinical rotation is integrated throughout the year when and where availability permits.

COURSE CONTENT FOR HEALTH OCCUPATIONS II

(Second Semester)

I. Obstetrics (6 weeks)

Specific objectives:

To know the anatomy and physiology of the reproductive system
To know common obstetric terminology
To know the positive signs of pregnancy
To know the discomforts and complications of pregnancy
To know the stages and complications of labor
To know prenatal and post-partum care

A. Studies pregnancy

1. How sex is determined
2. Development of the baby
3. Signs, symptoms of pregnancy
4. Preparation for parenthood

B. Knows complications that may occur during pregnancy

1. Special problems
   a. Labor
   b. Fetal presentation
2. Post-partum problems
   a. Infection
   b. Hemorrhage
   c. Mastitis
   d. Emotional problems

C. Learns neonatal care

1. Basic needs and care of the newborn

C. Learns neonatal care continued:

2. Feeding types and schedules

3. Disorders of the newborn

4. Premature infant

II. **Diet therapy (2 weeks)**

Specific objectives:

To gain an insight into diet therapy
To know the basic special diets

A. Knows special diets

B. Learns routine hospital diet planning

III. **Introduction to pharmacology (2 weeks)**

Specific objectives:

To know basic math skills
To gain an insight into the responsibility of medication administration
To know basic metric equivalents

A. Knows basic mathematics

B. Knows metric system of weights and measures

C. Studies dosages and solutions

1. Abbreviations necessary for interpretation

2. Information on prescriptions

3. Drug legislation

D. Studies apothecary systems

IV. **Mental health problems (2 weeks)**

Specific objectives:

To know the concepts of mental health and mental illness
To know general types of abnormal behavior

Specific objectives continued:

To know general types of therapy used to assist patients with psychiatric disorders

A. Knows terminology

B. Knows common disorders and related abnormal behavior

C. Analyzes special therapies

D. Investigates community concern and programs

V. **Clinical rotation (6 weeks)**

Specific objectives:

To gain practical experience by working in a variety of health related occupations
To know the interrelationships of many health careers to the health care team
To function at a safe and satisfactory level in the health care facility

A. Learns legal and professional ethics

B. Participates in clinical practice

Clinical rotation is integrated throughout the year when and where availability permits.

COURSE CONTENT FOR HEALTH OCCUPATIONS III

(First and Second Semesters)

I. **Selecting and working in a health career area (36 weeks)**

Specific objectives:

To have an opportunity to become proficient in a selected health career
To be prepared for employment or postsecondary training
To gain practical experience by working in a health related occupation

A. Participates in classroom theory

B. Investigates employment opportunities

C. Experiences extended on-site clinical practice

RESOURCE MATERIALS

Textbooks, curriculum guides, reference books, AV Material and teaching aids according to subject.
Main curriculum guide is that by the State Department of Vocational and Technical Education - Stillwater, Oklahoma.

Orientation to Health Careers

Careers in Focus - Exploring Health Occupations. Kathleen Filbin Arns, Diane E. Watson, Charles S. Winn, Gregg Division/McGraw Hill Book Co., 1976.

Health Assistant. Esther Caldwell, Barbara R. Hegner, Delmar Publishers, 1973.

Health Care Careers. James P. Sweeney, Prentice Hall, Inc., 1977.

Guidance Counselor's Handbook. Tennessee Health Careers, Nashville.

Your Career in Health. Diane E. Watson, Beverly J. Rambo, Gregg Division/McGraw Hill Book Co., 1976.

Personal and Vocational Relationships

Textbook of Basic Nursing. Caroline Bunker Rosdahl, J. B. Lippincott Co., 1981.

Health Assistant. Caldwell and Hegner, 1973.

Personal and Vocational Relationships of the Practical Nurse. Marion Keith Stevens, W. B. Saunders Co., 1975.

Diversified Health Occupations with workbook. Louise Simmers, Delmar Publishers, 1983.

Personal and Community Health

Textbook of Basic Nursing. Rosdahl, 1981.

Health Assistant. Caldwell and Hegner, 1973.

Modern Health. James H. Otto, Cloyd J. Julian, J. Edward Tether, Myra E. Madnick, Holt, Rinehart and Winston Publishers, 1976.

RESOURCE MATERIALS continued:

First Aid

First Aid Textbook. American Red Cross, Doubleday and Co., 1973.

Diversified Health Occupations. Simmers, 1983.

A Manual for Instructors of Basic Cardiac Life Support. American Heart Association, 1980.

Family Health and Home Nursing. American Red Cross, Doubleday and Co., 1979.

Red Cross CPR Module - Respiratory and Circulatory Emergencies. 1980.

Textbook of Basic Nursing. Rosdahl, 1981.

Introductory Microbiology

Microbiology for Health Careers. Elvira B. Ferris, Delmar Publishers, 1982.

Basic Medical Laboratory Subjects. Hugh Woosley, Patrick Cuviello, Bobbs Merrill Education Publishers, 1978.

Textbook of Basic Nursing. Rosdahl, 1981.

Parliamentary Procedure

Parliamentary Procedure - A Study Manual. Troy Notgrass, Instructional Materials Services, The University of Texas at Austin, 1973.

Helps in Mastering Parliamentary Procedure. Wilbur F. Stewart, Biery Dist., 1970.

Anatomy and Physiology

The Human Body in Health and Disease, 5th edition. Ruth Lundeen Memmler, Dena Lin Wood, J. B. Lippincott Co., 1983.

Textbook of Basic Nursing. Rosdahl, 1981.

Anatomy and Physiology continued:

Textbook of Anatomy and Physiology. Anthony and Gary Thibodeau, C. V. Mosby Co., 1979.

Body Structure and Functions. Elvira B. Ferris, Esther G. Skelley, Delmar Publishers, 1973.

Readers Digest "I Am Joe. . .", Series.

Structure and Function of the Human Body, 2nd edition. Ruth Lundeen Memmler, Dena Lin Wood, J. B. Lippincott Co., 1976.

Basic Nutrition and Diet Therapy

Mowry's Basic Nutrition and Diet Therapy. Sue Rodwell Williams, C. V. Mosby Co., 1975.

Textbook of Basic Nursing. Rosdahl, 1981.

Health Assistant. Caldwell and Hegner, 1973.

Modern Health. Otto, Julian, Tether and Madnick, 1976.

Nutrition and Diet Modifications. Carolynn E. Townsend, Delmar Publishers, 1980.

Safety

Diversified Health Occupations. Simmers, 1983.

Hospital Job Safety. A Scriptographic Booklet by Channing L. Bete Co., 1974.

What Everyone Should Know About Electric Safety. A Scriptographic Booklet by Channing L. Bete Co., 1964.

Related Medical Terminology

Basic Medical Terminology. J. Patrick Fisher, Allied Health Series, Bobbs Merrill Co., 1975.

Taber's Cyclopedic Medical Dictionary. Taber, F. A. Davis Co., 1981.

Related Medical Terminology continued:

Brady's Introduction to Medical Terminology. Carol A. Lillis, Robert J. Brady Co., 1983.

Terminology for the Health Professionals. Eugena W. Wroble, J. B. Lippincott Co., 1982.

Diversified Health Occupations. Simmers, 1983.

Health Assistant. Caldwell and Hegner, 1973.

The Language of Medicine. Davi-Ellen Chabner, W. B. Saunders Co., 1981.

Basic Principles and Skills in Selected Health Careers

Diversified Health Occupations. Simmers, 1983.

Health Assistant. Caldwell and Hegner, 1973.

Basic Nursing Procedures. Grace V. Hornemann, Delmar Publishers, 1977.

Fundamental Mathematics for Health Careers. Jerome D. Hayden, Howard T. Davis, Delmar Publishers, 1982.

Mathematics for Health Careers. Hayden Davis, Delmar Publishers, 1980.

Being a Nurse Aide. Rose Schniedman, Susan Lambert, Robert J. Brady Co., 1978.

Textbook of Basic Nursing. Rosdahl, 1981.

Basic Medical Laboratory Subjects. Hugh Woosley, Patrick Cuviello, Bobbs Merrill Education Publishers, 1978.

Simplified Nursing, Ninth Edition. Claire P. Hoffman, Gladys B. Lipkin, J. B. Lippincott Co., 1981.

Standard First Aid. American Red Cross, 1973.

Vital Signs, Module I. American National Red Cross, 1976.

Vital Signs, Module II. American National Red Cross, 1976.

RESOURCE MATERIAL continued:

Growth and Development

Textbook of Basic Nursing. Rosdahl, 1981.

Pediatrics for the Practical Nurse. Catherine M. Brigley, Delmar Publishers, 1973.

The Lippincott Manual of Nursing Practice, 2nd edition. Lillian Brunner, Doris Suddarth, J. B. Lippincott Co.

The Developing Child. Holly E. Brisbane, Bennett Publishing Co., 1980.

Deviations from Normal and Conditions of Illness

Textbook of Basic Nursing. Rosdahl, 1981.

Pediatrics for the Practical Nurse. Brigley, 1973.

The Lippincott Manual of Nursing Practice. Brunner and Suddarth.

Special Needs of the Aging Person

Textbook of Basic Nursing. Rosdahl, 1981.

Geriatric Nursing for Practical Nurses. Marion Keith Stevens, W. B. Saunders Co., 1975.

The Care of the Elderly Person. Maureen J. O'Brien, C. V. Mosby Co., 1975.

Psychological Disorders and Mental Illness

Textbook of Basic Nursing. Rosdahl, 1981.

Basic Handbook on Mental Illness. Harry Milt, Scientific Aids Publishing, 1976.

Modern Health. Otto, Julian, Tether and Madnick, 1976.

RESOURSE MATERIALS continued:

Rehabilitation

Textbook of Basic Nursing. Rosdahl, 1981.

The Lippincott Manual of Nursing Practice. Brunner and Suddarth.

Audio Visual

Filmstrips

HOSA (Health Occupations Students of America) by American Learning Systems, 1983

Metropolitan Board of Education Materials Center

Tennessee Department of Public Health

Local Chapter of American Red Cross

Teaching Aids

Animal organs for dissection in anatomy laboratory

All anatomical models as listed in state inventory

All equipment models as listed in state inventory